

<b>AGENCY NAME:</b>	South Carolina School for the Deaf and the Blind		
<b>AGENCY CODE:</b>	H75	<b>SECTION:</b>	006

**Fiscal Year 2017-18  
Accountability Report**

**SUBMISSION FORM**

<b>AGENCY MISSION</b>	<b>Mission Statement:</b> The mission of the South Carolina School for the Deaf and the Blind (SCSDB) is to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships.
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<b>AGENCY VISION</b>	<b>Vision Statement:</b> SCSDB's vision for the future is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.
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Please select yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.

<b>RESTRUCTURING RECOMMENDATIONS:</b>	<b>Yes</b>	<b>No</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please identify your agency's preferred contacts for this year's accountability report.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
<b>PRIMARY CONTACT:</b>	Page B. McCraw	864-577-7500	pmccraw@scsdb.org
<b>SECONDARY CONTACT:</b>	Scott Ramsey	864-577-7522	sramsey@scsdb.org

I have reviewed and approved the enclosed FY 2017-18 Accountability Report, which is complete and accurate to the extent of my knowledge.

<b>AGENCY DIRECTOR (SIGN AND DATE):</b>	
<b>(TYPE/PRINT NAME):</b>	Page B. McCraw, PhD, President

<b>BOARD/CMSN CHAIR (SIGN AND DATE):</b>	
<b>(TYPE/PRINT NAME):</b>	Mr. Robert A. Dobson, III, Board Chairman

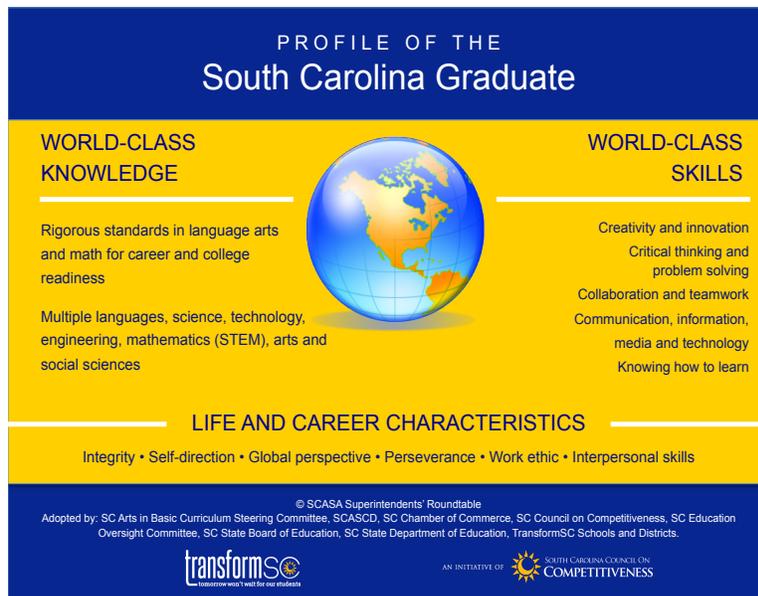
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### **AGENCY'S DISCUSSION AND ANALYSIS**

Founded in 1849, the South Carolina School for the Deaf and the Blind (SCSDB) was established with a purpose to provide specialized educational programming to a small number of students with hearing disabilities. Today, SCSDB serves students with sensory impairments to include deaf/hard of hearing, blind/visual impairment, and sensory multi-disabled. SCSDB provides educational programming and services to students with sensory disabilities in South Carolina in order to assist these students to realize their maximum potential through high quality educational programs, outreach services, and partnerships. In order to *Embrace the Possibilities* for every child, SCSDB serves children with sensory disabilities statewide. On campus, SCSDB provides a regular school day program for students. In addition to the instructional day program, SCSDB offers a full residential program to students that provides for the development of the whole child. Transportation is provided daily for local students. Additionally, residential student transportation is provided statewide to and from the home county to campus on a weekly basis. Students are picked up on Sunday afternoons and return home each Friday evening. Through Outreach Services, SCSDB provides statewide services in both education and accessibility. These services are offered in the local county to individuals with sensory disabilities, their families, and the professionals who serve them both directly and indirectly. In addition to the main campus in Spartanburg, Outreach Centers are located in Columbia and Charleston. The South Carolina School for the Deaf and the Blind is the state's specialized school for children with sensory disabilities.

For SCSDB, the agency strategic plan is a long-term plan with goals that embody the critical areas in which SCSDB has identified for focus in order to accomplish the mission and vision of the agency.

- **Goal 1:** SCSDB will implement the *Profile of the SC Graduate* for students with sensory impairments by 2022.



- **Goal 2:** SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum successes by 2020 through a business continuity plan.
- **Goal 3:** By 2021, SCSDB Division of Outreach services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach services to meet the needs of all sensory impaired children across South Carolina.

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**Goal 1 Update:**

The *Profile of the South Carolina Graduate* has provided a focus for Goal 1 as SCSDB has worked to implement this profile for students with sensory disabilities. SCSDB has worked to improve student skills in literacy, communication, and written language. With the implementation of a new state report card for SCSDB under the Education Oversight Committee, Brigrance and the Mastery of IEP goals continues to be a measurement component for accountability. During the 2017-2018 school, SCSDB realized a decline in overall Brigrance performance from 91% to 89%. Analysis of individual school data reflected an overall Brigrance performance at the Blind School of 100%, an overall Brigrance performance at Cedar Springs Academy of 93%, and an overall Brigrance Performance at the Deaf School of 78%. Students at the School for the Deaf continue to be challenged in the area of literacy, especially in reading performance. This past year, the School for the Deaf worked diligently to gain a better understanding of the challenges students face and develop a more focused plan for the school to improve student reading skills. From this program assessment this past year, the School for the Deaf has determined that an underlying factor to low reading skills are greatly influenced by lack of vocabulary and a need to improve student skill in ASL. A plan is in place for the upcoming year to assist students in growing communication skills to ultimately improve student reading. Additionally, at the School for the Deaf and the School for the Blind, leveled readers and assessments are being used which are indicating steady growth for students. In the area of IEP Goals, overall performance for students was 92% mastery.

In the area of work-based learning and student transition, SCSDB is very pleased with the progress that has been made to better prepare students for life upon completion at SCSDB. In the area of work-based learning, experiences for students increased from 69% to 100% of SCSDB students participating in work-based learning experiences. For student transition, student placement increased from 45% to 93%. Under the new accountability system, student transition focuses on student placement within the first year of completion to school, work, sheltered workshops, or other agency/local programs.

**Goal 2 Update:**

For Goal 2, SCSDB continues to review and update business continuity models to ensure students are served in a safe environment. SCSDB has begun the process to complete a campus master plan to include a complete facilities study. A great need exists to evaluate current facilities and develop a long-range plan for facilities on campus. Currently, SCSDB recognizes a need for improved and updated dorm facilities, future plans for educational environments that are most conducive to learning, and upgrades to infrastructure and mechanical systems. SCSDB anticipates this plan will be completed in June of 2019. With aging buildings and mechanical systems, a complete master plan will afford SCSDB the ability to plan long term for replacements and improvements.

Additionally, SCSDB is currently reviewing the overall campus safety master plan. Although the plan has served and continues to serve the agency in emergency planning and emergency situations, SCSDB recognizes the need to update the plan to insure strategies include the most recent guidance and expertise in the area of school safety as well as annual guidance from the Department of Education. SCSDB will continue to provide focused training for students and staff in identified areas. Additionally, access control systems and recent upgrades to security monitoring are continuing to assist in current improvement efforts. SCSDB has been able to expand current safety/security coverage to now include 24-hour staff to include school resource officers on second and third shifts in addition to regular day staff. As SCSDB is a residential school, the expansion to 24-hour coverage adds an additional level of safety for the students served.

In the area of student health, SCSDB has streamlined services to better meet the medical needs of students. The two health centers on campus have been consolidated into one health center, and a school-based nursing model has been implemented. This realignment of medical services has additionally reduced the amount of

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instructional time lost for students to access medical services. The campus doctor and nurse practitioner now visit individual schools and a school nurse is located in each individual school during the school day.

**Goal 3 Update:**

For SCSDB, Goal 3 focuses on the Division of Outreach Services and provides strategic targets to meet the needs of children with sensory disabilities across South Carolina. The Division of Outreach Services is a key component for SCSDB in meeting the overall agency mission and vision, and through this division, SCSDB provides services to children and their families in their local communities.

**Early Intervention Update:**

In 2017, great strides were made in the development of our Early Intervention Program expansion for children ages three (3) to five (5) along with overall program service delivery.

During the early stages of the expansion process, SCSDB reevaluated the original objectives to be inclusive of all ages three (3) to five (5) instead of a phase in of one age group at a time. Another factor that was reevaluated was the eligibility of the children that are served through this expansion which included discussions with the agency Medicaid consultant. Results of discussions with the SCSDB Medicaid consultant:

- Established guidelines to determine eligibility criteria for these expanded services
- Confirmed diagnosis of either hearing loss and/or vision loss
- All other conditions would be considered and individualized given the child/family circumstances

Currently, SCSDB is serving thirty-three (33) children in the three (3) to five (5) program. SCSDB continues to evaluate this process and the expanded program to ensure that best practice is implemented in the provision of all SCSDB services. SCSDB continues to focus on four (4) development areas: *Enrollment, Hiring, Training, and Public Awareness.*

Throughout 2016, Early Intervention staff were offered professional development opportunities via in-house trainings, on-line trainings as well as face-to-face trainings provided by SCSDB and BabyNet professionals. Additionally, SCSDB was able to develop new “learning modules” for Early Intervention staff which were implemented and provided quarterly beginning March 2017. In review of trainings provided to the Early Intervention Program throughout 2017 and through the re-evaluation or “rebranding” of the Early Intervention Program, the management team was able to rethink this process to enable and ensure staff gain more knowledge and insight to sensory disabilities. The Early Intervention Program currently holds trainings/staff meetings every even numbered month in order to provide specific and targeted specialized trainings. The Early Intervention management team continues to work and collaborate with other Outreach Programs to commit their assistance in this on-going training and education process, as well as, statewide training provided by other partnering agencies.

Overall, during the 2017-2018 fiscal year, measurable strides were made in the development of our Early Intervention Program expansion for toddlers up to age six (6) and in program service delivery. Throughout the year, the changeover to the new lead agency demonstrated unexpected changes in staffing patterns and the referral process. The expansion was not directly impacted, but the enrollment numbers for our birth to age three (3) declined due to a lack in referrals from the System Point of Entry (SPOE) offices. A proactive approach was developed and will be implemented over the next fiscal year. The Early Intervention Program management staff will provide informational brochures and specialized trainings to the lead agency staff. The specialized trainings should result in an increase of referrals eventually feeding into the

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expanded portion of the program. Finally, all four areas of focus have been and will continually be monitored and cultivated to ensure the SCSDB Early Intervention Program continues to provide high quality services to families statewide in a timely, efficient and professional manner.

**Vision Services Update:**

Vision Outreach Services developed a draft strategic plan in January 2016 which has changed in its implementation due to internal and external factors. The continued shortage of Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) has led to a statewide challenge in the area of orientation and mobility services. Vision Outreach is currently seeking applicants for both TVI and COMS positions with preference being given to individuals who hold both certifications.

<b>Data Reference</b>	<b>2016-2017 School Year</b>	<b>2017-2018 School Year</b>
# Of School Districts Served	55	56
# Of Students Served	320	316
# Of Visually Impaired Students	230	207
# Of O&M Students (Districts)	79	74
# Of O&M Students (Campus)	44	51
# Of Access Technology Students	19	20
# Of Project Magnify Students	28	28

Vision Outreach Services has reviewed information regarding distance education in the provision of some services and has determined that Access Technology will be piloted during the 2018-2019 school year. A hybrid model whereby the instructor makes quarterly visits for face-to-face instruction/evaluation and more frequent sessions occur via distance methods will be implemented. The TVI or designated district contact for the student receiving services must be present for each distance session to ensure that all required technology is functioning properly and the distance connection is established. In addition, the TVI or district contact must reinforce the skills taught between sessions.

**Hearing Services Update:**

During the 2017-2018 school year, a focus for Outreach Hearing Services was to finalize standard operating procedures and review district contract procedures. Revision of the Hearing Outreach procedures manual was completed, and procedures were put in place for processing of student referrals and the assessment of students for determination of frequency, duration, and intensity of services. An online database for service log entry and tracking of district contracts was launched. Data and reporting features are under continual development in collaboration with the Hearing and Vision Outreach Principals, the Division of Outreach Services Business Manager, and the SCSDB Chief Information Officer. Service logs are submitted and monitored weekly. New service reports will be available to school districts for the entire 2017-2018 school year.

Recent activity has provided an increase in efficiency, data collection, tracking, training, level of expectation, and collaboration with internal agency partners. We have seen a decrease in the danger of non-compliance with student IEPs through improved data collection and monitoring. Students-served and districts-served numbers have been maintained over the last four (4) years, despite variations in staffing and changes in program leadership. Data was pulled comparing the 2014-2015, 2015-2016, 2016-2017, and 2017-2018. In chronological order, student counts were 89, 131, 120, and 124. District counts were 20, 22, 24, and 21. District services have remained level. A conscious choice has been made to delay focus on district expansion, in favor of increasing staff skills and efficiency. The count of professional development opportunities provided for department staff, across the above-mentioned dates were 4, 2, 3,

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and 9, showing a significant increase in the amount of staff development, with additional trainings pending for the last two quarters of 2017-2018.

Demographic data was collected at the beginning of the 2017-2018 academic year on all students served by the Hearing Outreach program. Of the students served, seventy-four percent (74%) have bilateral hearing loss, eighty-five (85%) have hearing loss ranging from moderate to profound. Fifty-seven percent (57%) use hearing aid technology, while thirty-six percent (36%) use cochlear implant technology. Seventy-six percent (76%) of the students served use listening and spoken language as their primary mode of communication. This data, along with an analysis of staff experience and qualifications, has supported the need for intensive professional development and training in the area of listening and spoken language assessment and instructional strategies. This need can be addressed by increasing the responsibility of an existing teacher who is trained in this area to Lead Teacher/ Listening and Spoken Language Instruction Mentor. This increase in training, and therefore capacity, has taken priority over expansion of services to districts. Trainings already provided include: Early Intervention Modules, Cottage Acquisition Scales for Listening, Language & Speech (CASLLS) Assessment Webinars, Summer Institute: Assessment and Teaching Practices, Listening and Spoken Language training with a Certified Listening & Spoken Language Specialist (LSLS) and Auditory Verbal Therapy (AVT) (2 sessions). Additional training needs for teaming strategies and working with students with multiple and severe needs will be addressed over the next two (2) years.

Innovative strategies that have provided the largest performance boost. Monthly “office hours” for teachers (in addition to quarterly staff meetings) have been established to promote a professional learning community and allow for scheduled training and professional development sessions. This has increased the skill level of the teachers, increased collaboration and accountability, and has ensured consistency in the quality and characteristics of service provision across districts. Cross training has allowed for the availability of staff to support Early Intervention needs.

**Interpreting Services Update:**

Statewide Interpreting Services updated measures to more accurately represent activities of the program. Updates included: Customers *receiving* services was changed to customers *requesting* services which is a better reflection of the demands for interpreting services across the state whether the requests were filled or not; classroom interpreting hours, previously not captured, were added to calculations; count of total number of requests from both internal and external customers. The program updated the Confirmation Agreement for Interpreting Services to give more flexibility in scheduling interpreters more efficiently.

As of March 2018:

- Staffing includes five (5) full-time interpreters and seventeen (17) contract interpreters
- 304 customers requesting services
- 96 percent of requests have been filled

Statewide Interpreting Services launched an online interpreter request platform in July 2017 and it is being used by external customers on a regular basis.

Currently, Statewide Interpreting Services employs five (5) full-time interpreters: one (1) nationally certified, two (2) with an Educational Interpreter Performance Assessment (EIPA) rating of greater than a 3.5, and two (2) with both national certification and an EIPA of greater than a 3.5. To further ensure quality of services, the program evaluated the pool of contract interpreters and made adjustments to maximize the number of interpreters with national certification, an EIPA rating of greater than a 3.5, or

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both. These strategies increased the number of interpreters who have national certification, an EIPA rating of greater than a 3.5, or both from eighty-three percent (83%) to ninety-one percent (91%) by the second quarter of FY18.

The program established a professional development library containing literature and media to support Sign Language interpreters preparing for the National Interpreter Certification (NIC). As a result of having these study materials readily available, three (3) full-time interpreters passed the written portion of the NIC and are now eligible for the performance portion to become nationally certified.

To ensure quality services and best practices, the program continues to take advantage of professional development opportunities. Staff interpreters accumulated a total of 148 hours of professional development in just the first two quarters of FY18 – compared to 135 hours during the entire previous fiscal year. The director presented *Mentee-Centered Mentoring*, a workshop available to all South Carolina Sign Language interpreters to arm them with tools necessary to support the development of interpreters. Statewide Interpreting Services is applying to become a Registry of Interpreters for the Deaf (RID) approved sponsor which will allow the program to offer continuing education units for self-initiated workshops and trainings for all South Carolina Sign Language interpreters through the SCSDB Outreach Centers.

In 2016, the South Carolina Department of Education, Office of Special Education Services (OSSES), Clemson University and the South Carolina School for the Deaf and the Blind (SCSDB) partnered to establish the South Carolina Educational Interpreting Center (SCEIC) aiming to increase the quality of educational interpreters for deaf and hard of hearing students in South Carolina. In support of the SCEIC, Statewide Interpreting Services submitted a proposal for an activity to address sign language fluency and targeted skill development of educational interpreters to the South Carolina State Department of Education. A language-rich American Sign Language Immersion week was offered during the summer of 2018.

Statewide Interpreting Services has focused on process improvements to maximize efficient use of resources and leveraging technology to streamline processes for customers requesting services. Because of these efforts, ninety-six percent (96%) of requests for services were filled. The program has strategically adjusted staffing to include a greater number of interpreters who have national certification, an EIPA rating of greater than a 3.5, or both from eighty-three percent (83%) to ninety-one (91%) in the first two (2) quarters of FY18. Interpreters are making strides towards obtaining national certification as evidenced by their successful completion of the written portion of the NIC. The program will continue to work towards becoming a hub for professional development for all interpreters by becoming a RID approved sponsor and hosting/presenting workshops. Statewide Interpreting Services will continue to be a vital part of the SCEIC in providing activities directly addressing sign language fluency and targeted skill development of educational interpreters.

**Braille Production Center Update:**

The South Carolina Braille Production Center (BPC) has completely implemented UEB into our braille translations. All new textbooks, regardless of the grade or subject are being produced in UEB or UEB/Nemeth, ahead of our original grade staggered implementation of the code.

During the strategic planning process, the feasibility of expanding the BPC staff, both administrative and inmate, was explored. It was determined that a Program Assistant position needed to be created. With only the SCSDB Program Manager on-site, the BPC had to close whenever they were not available which impeded textbook production. In addition, The South Carolina Department of Corrections requires

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SCSDB to employ inmate workers on a full-time schedule. Additionally, in order to meet the needs of students throughout South Carolina, it was determined that the inmate staff should be increased from fifteen (15) to twenty (20) transcribers. With the increase of staff additions and further improvements in technology, a need existed to physically expand the BPC. SCSDB was able to work along with the Department of Corrections staff at Leath to expand facility use, and to date, four additional offices have been annexed for use by the center allowing for additional expansion.

**Risk Management and Mitigation Strategies**

Annually, as part of the agency Accountability Report, SCSDB is required to include information about the risk to South Carolina if the agency does not achieve the agency’s mission. With a mission to ensure that the individuals served realize maximum success through high quality educational programs, outreach services, and partnerships, SCSDB continually strives to embrace the opportunities for children with sensory disabilities in South Carolina in order for these students to reach their greatest potential. The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SC Department of Education. These objectives focus on supporting SCSDB’s ability to provide the highest quality educational programs for deaf, blind and sensory multi-disabled children that are served throughout the state. SCSDB continually partners with the SC Department of Education to assure positive impacts from programs. SCSDB appreciates the continued support to expand Outreach Services in order to meet the growing need for services across South Carolina. Additionally, the support provided for a campus master plan will allow SCSDB to develop a long-range plan for facilities and infrastructure. This plan is needed to avoid reactive repairs and to provide a safe, accessible, and conducive learning environment for the children served.

**Restructuring Recommendations**

The following recommendations include areas identified for potential improvement. The Subcommittee recommended continuing the agency’s major programs to include education, student support, residential, outreach, administration, and physical support. Additionally, the Subcommittee recommended the continuation of agency programs and laws relating to the agency with the exception of the following recommendations listed below:

1. Agency Purpose: The agency purpose should be added to Title 59, Chapter 47 as follows: The School for the Deaf and the Blind is established to provide educational programs and outreach services to students who are deaf, blind, or sensory multi-disabled.
2. Maintenance Fees: Delete Section 59-47-90.
3. Annual Report: Delete language from 58-17-100 that would violate FERPA.
4. Employee Classification and Compensation: Change 8-11-270 as it relates to exemptions from the State Classification and Compensation for SCSDB to add the following including but not limited to teachers, bus drivers, orientation and mobility staff, occupational therapists, physical therapists, and interpreters.
5. The Subcommittee did not recommend elimination of any agency programs.

South Carolina School  
for the  
Deaf and the Blind  
Board of Commissioners

The Walker Foundation CEO  
Ann Akerman

President  
Page B. McCraw

Outreach Services Director Scott Falcone	Residential Life and Transportation Services Director John Reynolds	Chief Information Officer Trad Robinson	Chief Financial Officer Ben Riddle	Student Services Director Linda Coon	Education Services Director Sara Kollock (Vacant 7/1/2018)	Special Education Director Jolene Madison	Special Assistant to the President and Director of Safety/Security and Maintenance Scott Ramsey	HR Director and EEO Coordinator Monique Callahan
Vision Consultant and Principal of Vision Services Marty McKenzie	Residential Life Assistant Director Sandra McClarty	Information Technology Manager John Martin	Capital Projects and Procurement Will Anthony	Admissions and Recruitment Coordinator Loreta Dylgjeri	Deaf Education Principal/AAC Jen Adams	Special Education Compliance Coordinator Michelle Moseley	Public Safety Director Keith Sherlin	HR Specialist Pollie Gentry
Interpreting Services Program Manager Eric Webber	Residential Life Assistant Director Josh Joseph	Public Relations Director Katie Rice	Budget Analyst Darlene Gathers	Records/Family Support Specialist Tammy Johnson	Blind Education Principal Lou Thomson	Student Transition Coordinator Mark Daniels	Maintenance Director Charles Farr	HR Specialist Calvin Holst
Early Intervention Program Manager Elaine Gentry	Residential Life Assistant Director Brandy Finch	Instructional Technology Coordinator Rita Easler	Payroll/Benefits Frances Bass	Data Collection Teresa Wagner	Cedar Springs Academy Principal Sarah Davis	Nursing Administrator Meredith Revan	President's Office Administrative Coordinator Mary Hayes	
Principal of Deaf/HH Services Kelly Birmingham	Residential Life Assistant Director Latarsha Durrah	Power School Coordinator Debi Carden	Accounts Payable Andy Long	Medicaid Coordinator Jane Entrekin	Library Services Director Galena Gaw	Agency Receptionist Sherry Renshaw		
Kelly's Kids Center Director Kristen Milner	Residential Life Assistant Director Delbert Means	Public Information Staff DeDe Ward	Accounts Receivable Lisa Bowen		Fine Arts Director Josh Padgett			
Instructional Resources Program Manager Jill Ischinger	Residential Life Assistant Director Kenna McClarty	Administrative Assistant Dorothy Bevill	Fiscal Technician Vacant		Administrative Staff Letesha Gray			
Administrative Assistant Arlyn Yant	Transportation Coordinator Robert Ward	Audio-Visual Specialist Regina Hamilton	SCSDB Fleet Management and Fleet Maintenance Dennis Ramsey		Literacy Coaches Dale Anthony Aldonza Thomas			
Program Assistant Trent Tedder	Administrative Assistant Barbara Fay		Director of Athletics Michael Sims		Teacher Quality, Textbook & Testing Coordinator Cherie Winkler			
Access Technology and Outreach Contracts Program Manager Clay Jeffcoat	Recreational Coordinator Antwan Tate							
Deaf/Hard of Hearing Consultant/Deaf Blind Project Program Robert Hill								
Sign Language Program Claire Bailey								

Stakeholder Strategic Objective	Type	Goal	Item #	Measure	Description	2017-18			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
						Base	Target	Actual				
Education, Training, and Human Development	G	1	1.1	100%	SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.					Brigance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	S			100%	100% of SCSDB will meet World Class Knowledge and Skills objectives by 2022.							
Education, Training, and Human Development	M		1.1.1	100%	100% of SCSDB students will meet Brigrance goals.	91%/90%	92%/91%	Composite 89%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.2	100%	100% of SCSDB students will meet IEP goals.	84%/88%	86%/90%	Composite 92%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.3		SCSDB will implement Read to Succeed for students with sensory disabilities.	See Above	See Above	See Above	July 1st-June 30th	Brigance and IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.4	100%	100% of SCSDB teachers will participate in the Expanded ADEPT Support and Evaluation System	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides focused information on teacher accountability.
Education, Training, and Human Development	S	1.2		100%	100% of SCSDB students will be afforded World Class Opportunities by 2020.							
Education, Training, and Human Development	M		1.2.1	100%	SCSDB will provide Whole Child experiences for all students.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides focused data on student performance.
Education, Training, and Human Development	M		1.2.2	Accredited	SCSDB will seek renewal of Advanced/SACS CASI Accreditation.	Accredited	Accredited	Accredited	5 Year Accreditation	Advanced	Advanced Standards	Demonstrates agency accreditation in meeting performance standards.
Education, Training, and Human Development	M		1.2.3	45%	A transition plan will be developed for all students.	50%	50%	93%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	S	1.3		100%	SCSDB students will be afforded skills development in World Class Characteristics by 2020.							
Education, Training, and Human Development	M		1.3.1	100%	SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides focused data on student performance.
Education, Training, and Human Development	M		1.3.2	69%	SCSDB will provide CATE/WBL experiences for students.	76%	76%	100%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.3.3	100%	SCSDB will provide students the opportunities to grow as leaders and develop self advocacy skills.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides focused data on student performance.
Education, Training, and Human Development	S	1.4		100%	SCSDB students will be afforded opportunities to grow through World Class Innovations by 2021.							
Education, Training, and Human Development	M		1.4.1	100%	SCSDB will provide expanded learning opportunities for students through one to one initiative.	Ongoing	Ongoing	Ongoing	Annual	SCSDB Dashboard	Total	Provides information on resource availability.
Education, Training, and Human Development	M		1.4.2	Ongoing	SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide workbased learning experiences for students.	Ongoing	Ongoing	Ongoing	Annual	SCSDB Dashboard	Total	Provides focused data on student performance.
Education, Training, and Human Development	M		1.4.3	100%	SCSDB will provide problem based learning experiences for students.	100%	100%	100%	Annual	SCSDB Dashboard	Total	Provides information on resource availability.
Maintaining Safety, Integrity and Security	G	2			By 2021, SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum success by 2020 through a business continuity plan.							
Maintaining Safety, Integrity and Security	S	2.1			By 2020, SCSDB will develop and implement a Master Campus Safety Plan.							
Maintaining Safety, Integrity and Security	M		2.1.1		SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.	On Going	1	On Going	July 1st-June 30th	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	M		2.1.2		SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.	On Going	1	On Going	10 Year Plan	Master Plan	Total	Affords needed information for future planning to ensure efficiency and effectiveness.
Maintaining Safety, Integrity and Security	M		2.1.3		SCSDB will develop and implement record archiving in accordance to state and federal guidelines.	On Going	1	On Going	Annual	Archiving System	Total	Provides information on improving systems to improve efficiency and effectiveness.
Maintaining Safety, Integrity and Security	S	2.2			By 2016, SCSDB will provide a technology safe environment.							
Maintaining Safety, Integrity and Security	M		2.2.1		SCSDB will fully emergency notification systems that are accessible to sensory impaired students.	138	As Needed	As Needed	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	M		2.2.2		SCSDB will fully implement access control systems.	1	As Needed	As Needed	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	M		2.2.3		SCSDB will maintain updated information secure systems.	1	1	1	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	S	2.3			SCSDB will provide safety related training for staff members on an annual basis.							
Maintaining Safety, Integrity and Security	M		2.3.1		SCSDB will provide emergency training for staff.	100%	100%	100%	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	M		2.3.2		SCSDB will fully implement PBS providing relevant training for staff members.	100%	100%	100%	Annual	SCSDB Dashboard	Total	Provides information on Positive Behavioral Supports Systems for students.
Maintaining Safety, Integrity and Security	M		2.3.3		SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to related staff members.	100%	As Needed	As Needed	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	G	3			SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services to meet the needs of all sensory impaired children across South Carolina.							
Education, Training, and Human Development	S	3.1			Expand early intervention services.							
Education, Training, and Human Development	M		3.1.1		Expand early intervention services to include sensory impaired 4 year old children in SC.	Total EI \$30	Total EI \$50	Total EI \$60	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	M		3.1.2		Expand early intervention services to include sensory impaired 5 year old children in SC.	Total EI \$30	Total EI \$50	Total EI \$82	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	S	3.2			Expand vision and hearing district services.							
Education, Training, and Human Development	M		3.2.1		Expand Outreach Vision Services to meet the demands of local school districts.	320	300	316	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	M		3.2.2		Expand Outreach Hearing Services to meet the demands of local school districts.	120	125	124	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	S	3.3			Expand interpreting services.							
Education, Training, and Human Development	M		3.3.1		Expand Interpreting Services to individuals with hearing impairments in SC.	5,199.5 hr	As Needed	6,192 hrs	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	M		3.3.2		Insure interpreters have the necessary credentials to serve individuals in SC.	100%	As Needed	As Needed	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	S	3.4			Update Braille Production Center.							
Education, Training, and Human Development	M		3.4.1		Implement Universal Braille Code	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	M		3.4.2		Provide additional staff support to the Braille Production Center.	100%	100%	As Needed	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.

Strategic Planning and Performance Measurement Template												
Statewide Enterprise Strategic Objective	Type	Goal #	Metric #	Measure	Description	2018-19			Data Source and Availability	Calculation Method	Meaningful Use of Measure	
						Rate	Target	Actual				
Education, Training, and Human Development	G	1	1.1	100% of SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.	SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.	89%	100%		July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.1	100% of SCSDB students will meet Brigance goals.		92%	100%		July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.2	100% of SCSDB students will meet IEP goals.					July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	S		1.2	100% of SCSDB students will be afforded World Class Opportunities by 2020.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides focused data on student performance.
Education, Training, and Human Development	M		1.2.1	A transition plan will be developed for all students.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.2.2	SCSDB will collaborate to improve placement opportunities for students.		93%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	S		1.3	SCSDB students will be afforded skills development in World Class Characteristics and Innovations by 2021.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.3.1	SCSDB will provide work-based learning experiences for students.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.3.2	SCSDB will provide expanded learning opportunities for students through Career and Technology Education Programs.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides focused data on student performance.
Education, Training, and Human Development	G	2		SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum success through updated business continuity models by 2020.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	S		2.1	By 2020, SCSDB will develop and implement a Master Campus Safety Plan.								
Education, Training, and Human Development	M		2.1.1	SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.	On Going	1			July 1st-June 30th	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	M		2.1.2	SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.	On Going	1			10 Year Plan	Master Plan	Total	Provides information for future planning to ensure efficiency and effectiveness.
Education, Training, and Human Development	M		2.1.3	SCSDB will develop and implement record archiving in accordance to state and federal guidelines.	On Going	1			Annual	Archiving System	Total	Provides information on improving systems to improve efficiency and effectiveness.
Education, Training, and Human Development	S		2.2	SCSDB will provide safety related training for staff members on an annual basis.		100%	100%		Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	M		2.2.1	SCSDB will provide emergency training for students and staff.		100%	100%		Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	M		2.2.2	SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to related staff members.	As Needed	As Needed			Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	G	3		SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services.								
Maintaining Safety, Integrity and Security	S		3.1	Provide Quality Statewide Early Intervention Services for children with sensory disabilities in SC.								
Maintaining Safety, Integrity and Security	M		3.1.1	Early Intervention Services will be provided to meet the needs of children with sensory disabilities in SC.		382	550		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	M		3.1.2	Outreach Services will insure positive customer satisfaction in the area of Early Intervention.		100%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	S		3.2	Provide Quality Statewide Vision Outreach Services for children with sensory disabilities in SC.								
Maintaining Safety, Integrity and Security	M		3.2.1	Outreach Vision Services will be provided to meet the demands of local school districts.		316	300		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	M		3.2.2	Outreach Services will insure positive customer satisfaction in the area of Vision Outreach Services.		93%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	S		3.3	Provide Quality Statewide Deaf and Hard of Hearing Outreach Services for children with sensory disabilities in SC.								
Maintaining Safety, Integrity and Security	M		3.3.1	Outreach Deaf and Hard of Hearing Services will be provided to meet the demands of local school districts.		124	125		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	M		3.3.2	Outreach Services will insure positive customer satisfaction in the area of Deaf and Hard of Hearing Services.		95%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	S		3.4	Provide Quality Statewide Interpreting Services.								
Maintaining Safety, Integrity and Security	M		3.4.1	Interpreting Services will be provided to meet the accessibility needs on campus.		3,105.75 hrs	As Needed		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	M		3.4.2	Interpreting Services will be provided to meet the accessibility needs across SC.		3,086.25 hrs	As Needed		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.

Agency Name: SCHOOL FOR THE DEAF & BLIND

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Agency Code: H750 Section: 006

Program Template

Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
Education	Specialized instruction and educational services for students who are deaf, blind, and sensory multi-disabled. Educational programming and services are provided through age 21.	\$ 2,119,220	\$ 2,406,987	\$ -	\$ 4,526,207	\$ 2,200,000	\$ 2,500,000	\$ -	\$ 4,700,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Student Support	Specifically designed support services for students with sensory disabilities.	\$ 1,476,064	\$ 3,234,409	\$ -	\$ 4,710,473	\$ 1,500,000	\$ 3,300,000	\$ -	\$ 4,800,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Residential	Provides students with opportunities to learn essential life skills.	\$ 2,230,031	\$ 293,324	\$ -	\$ 2,523,355	\$ 2,235,000	\$ 300,000	\$ -	\$ 2,535,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	\$ 116,144	\$ 4,586,949	\$ 1,138,714	\$ 5,841,807	\$ 120,000	\$ 4,750,000	\$ 1,200,000	\$ 6,070,000	3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2
Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards. Includes campus safety and security. Also includes all technology related costs.	\$ 4,278,566	\$ 1,657,879	\$ 58,212	\$ 5,994,657	\$ 4,350,000	\$ 1,700,000	\$ 60,000	\$ 6,110,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3, 3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2
Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus.	\$ 1,949,186	\$ 10,876	\$ -	\$ 1,960,062	\$ 2,000,000	\$ 15,000	\$ -	\$ 2,015,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3, 3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2
Benefits	Employer paid fringe benefits	\$ 2,763,382	\$ 3,439,065	\$ 213,707	\$ 6,416,154	\$ 2,850,000	\$ 3,550,000	\$ 218,750	\$ 6,618,750	All

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Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who your agency must or may serve? (Y/N)	Does the law specify a product or service your agency must or may provide?	If yes, what type of service or product?	If other service or product, please specify what service or product.
1	Title 59	State	Statute	Education Law for Agency/School	Yes	Yes	Other service or product our agency must/may provide	Education for children in SC
2	IDEA	Federal	Statute	This law ensures services to children with disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with disabilities
3	Perkins IV	Federal	Statute	Career and Technology Education	Yes	Yes	Other service or product our agency must/may provide	Career and Technology Education for children
4	Title II	Federal	Statute	Highly Qualified Teachers	Yes	Yes	Other service or product our agency must/may provide	Professional Development for teachers
5	Title III	Federal	Statute	ESOL	Yes	Yes	Other service or product our agency must/may provide	Education for English as a Second Language students
6	McKinney-Vento	Federal	Statute	Homeless	Yes	Yes	Other service or product our agency must/may provide	Education for homeless students
7	Title 59 Ch 47	State	Statute	Code of Laws for Agency/School	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
8	Read to Succeed Act	State	Statute	A Comprehensive State Plan to Improve Reading Performance	Yes	Yes	Other service or product our agency must/may provide	Reading education for children in SC

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Customer Template

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	Specify only for the following segments: (1) Industry; Name; (2) Professional Organization; Name; (3) Public; Demographics.
Educational, Residential, and Related Services	Children with sensory disabilities in South Carolina	Comprehensive educational programming and services to meet the educational and accessibility needs for children with sensory disabilities.	General Public	Children with sensory disabilities in South Carolina and their families
Outreach	Vision Services	Educational services and support to school districts in South Carolina to meet the educational and accessibility needs for children with sensory disabilities.	School Districts	
Outreach	Deaf/Hard of Hearing Services	Educational services and support to school districts in South Carolina to meet the educational and accessibility needs for children with sensory disabilities.	School Districts	
Outreach	Interpreting Services	Educational and community based interpreting	Executive Branch/State Agencies	
Outreach	Interpreting Services	Educational and community based interpreting	Judicial Branch	
Outreach	Interpreting Services	Educational and community based interpreting	Local Govts.	
Outreach	Interpreting Services	Educational and community based interpreting	Industry	
Outreach	Interpreting Services	Educational and community based interpreting	Professional Organization	
Outreach	Interpreting Services	Educational and community based interpreting	General Public	Private/Public Entities in South Carolina requesting interpreting services
Outreach	Children with sensory disabilities across South	Large Print and Braille Materials	School Districts	
Outreach	Early Intervention Services	Early Intervention Services for children with sensory disabilities and their families	General Public	DHHS and BabyNet
Outreach	Statewide Deaf/Hard of Hearing Consultant	Statewide Deaf/Hard of Hearing Consultant for the SC Department of Education	Executive Branch/State Agencies	SCDOE
Outreach	Statewide Vision Consultant	Statewide Vision Consultant for the SC Department of Education	Executive Branch/State Agencies	SCDOE
Outreach	Kelly's Kids	Preschool program for children with sensory disabilities in Spartanburg County	General Public	Spartanburg County First Steps

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Partner Template

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Goal(s)
SC Department of Education	State Government	Educational Programs	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2,
AdvancEd	Professional Association	Accreditation	1.2.2, 2.1.1, 2.2.3, 2.3.3
SC Commission for the Blind	State Government	Workplace training for future transition	1.2.3, 1.3.2, 1.4.2
SC Vocational Rehabilitation	State Government	Workplace training for future transition	1.2.3, 1.3.2, 1.4.2
Spartanburg School Districts 6 and 7	K-12 Education Institute	Spartanburg School Districts 6 and 7	1.3.1
SC CIO Office	State Government	Agency Technology Security	1.4.1
SCASA	Professional Association	Technology Division Meeting	1.4.1
Local Law Enforcement	Local Government	SROs	2.2.2, 2.3.1
SCDHHS/Baby Net	State Government	Early Intervention services for children ages 0 - 3	3.1.1, 3.1.2
SCDDSN	State Government	Service provider for EI services for children with disabilities	3.1.1, 3.1.2
SC School Districts	K-12 Education Institute	Provide specialized instructional services for children with sensory	3.2.1, 3.2.2
SC Department of Corrections	State Government	Braille Production Center-Leath Correction Facility	3.4.1, 3.4.2
USC Upstate	Higher Education Institute	Training in the Universal Braille Code	3.4.1, 3.4.2

